2014 Illinois Alternate Assessment

Implementation Manual

Testing Window
February 17 – March 28

Illinois State Board of Education

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ILLINOIS STATE BOARD OF EDUCATION

Illinois Alternate Assessment Participation Guidance

Students must participate in the state assessment through one of the following:

- the regular state assessment for the student's grade, the Illinois Standards Achievement Test (ISAT) or the Prairie State Achievement Examination (PSAE), without accommodations,
- the regular state assessment for the student's grade, the ISAT or the PSAE, with accommodations, or
- the Illinois Alternate Assessment (IAA).

Who is eligible to take the IAA?

The alternate assessment is intended for students with the <u>most significant</u> cognitive disabilities. These students have intellectual functioning well below average (typically associated with an IQ below 55) that exists concurrently with impairments or deficits in adaptive functioning (i.e., communications, self-care, home living, social/interpersonal skills, use of community resources, self-directions, functional academic skills, work, leisure, health and safety). The reference to "typically associated with an IQ of below 55" is to help distinguish between students with cognitive disabilities and significant cognitive disabilities from students with the <u>most</u> significant cognitive disabilities. This means that many students with cognitive disabilities will not qualify for the IAA. By default, they must take ISAT/PSAE with or without accommodations. The inclusion of the words "typically associated with" allows for some district/school flexibility. It is by no means an absolute requirement.

These students may be identified under a variety of educational categories, including cognitive disabilities (mental retardation), autism, multiple disabilities, and traumatic brain injury.

How IEP teams use the Participation Guidelines?

The participation criteria require the IEP team to review the classroom instruction of students with the <u>most</u> significant cognitive disabilities to see if it is linked to grade level content, but narrowed in scope and reduced in complexity; to see if it is reflective of the critical functions found in the Alternate Assessment Framework; and to determine if the student requires more frequent and intensive instruction presented in incremental steps in order to apply and transfer skills across settings. If the IEP team can answer yes and provide reasons for their responses for all criteria, the IAA is the most appropriate assessment for the student.

Who is not eligible for consideration to take the IAA?

Students who strictly have academic, language, social/emotional, physical or sensory disabilities without co-occurring intellectual functioning well below average.

Illinois Alternate Assessment Participation Guidelines 2013-2014

As determined by the IEP, students with the most significant cognitive disabilities may take the IAA if participation in the state's regular assessments – the ISAT or the PSAE – is not appropriate, even with accommodations, <u>and</u> they meet all of the criteria below.

Yes	No	Participation Criteria	Reason(s) for Yes or No Response
☐	☐	The student has intellectual functioning well below average that exists concurrently with impairments or deficits in adaptive functioning (i.e., communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, work, leisure, health, and safety).	
☐	☐	Due to the student's significant cognitive disability, the student's instruction is linked to grade level content, but is narrowed in scope and reduced in complexity. It is reflective of the critical functions found in the Alternate Assessment Framework.	
☐	☐	When compared to other students with disabilities, the student requires more frequent and intensive instruction presented in incremental steps in order to apply and transfer skills across settings.	

IMPORTANT NOTE: The IEP team's decision that a student will take the IAA cannot be based on the following factors; however, the existence of one or more of these factors does not prevent a student from taking the IAA if they meet the other participation criteria:

- The student's achievement is significantly below that of same-age peers, even when compared to other students with disabilities.
- The student has an IEP.
- The student has a certain special education eligibility label or receives certain services.
- The student has excessive or extensive absences.
- The student has social, cultural, or economic differences.
- The student may not perform well on the regular assessment, which may affect the Adequate Yearly Progress (AYP) status of the student's home school and/or district.

Illinois Alternate Assessment 2013 – 2014
CALENDAR OF EVENTS

October 21 – 25, 2013:

* IAA and ISAT Coordinators will receive their Assessment Network user ID and passwords for spring 2014 testing.

November 1 – December 18, 2013:

* Assessment Network PROFILE update window. ONLY chance to update IAA profile, shipping, and SchoolSuccess account information.

January 3, 2014:

* Deadline for districts to update testing information in the Student Information System (SIS) to be included in the Pre-ID file. This Pre-ID file will be sent to Pearson to drive the initial shipment of test materials to districts and where students are loaded into SchoolSuccess. CPS schools should have IMPACT updated prior to this date.

February 3, 2014:

* SchoolSuccess user ID and passwords are emailed to IAA Coordinators.
* SchoolSuccess website opens to allow for teacher account creation, classroom set-up, and student management.
* IAA 2014 Reading, Mathematics, Science and Writing test materials delivered.

February 3 – March 26, 2014:

* IAA Additional Order window available on Assessment Network website.
* Return labels can be ordered through April 25th.

February 17 – March 28, 2014:

* *IAA Test Administration Window. NEW six week window.*

March 28, 2014:

* *SchoolSuccess website closes at 11:59 pm. No scores are accepted after this time.*

April 2, 2014:

* Pre-scheduled pick up of IAA spring 2014 test material.

Important Information for 2014

- IAA Testing Window: **February 17 – March 28, 2014.**

- **All student scores MUST be entered in SchoolSuccess: Online Scoring System by 11:59 p.m. on March 28, 2014.**

- Writing will be assessed only at grade 11 for the 2014 IAA.

- For **ALL** tasks, the teacher will no longer repeat the primary task after an incorrect response (at Score Level 4). Review the rubric prior to test administration.

- For some Reading tasks, students without a read-aloud accommodation will be instructed to read this passage. The teacher will pause for student to read before reading the question and answer options. For some Reading tasks, all students, regardless of read-aloud accommodation, will have the passage read aloud. These tasks are identified on the Reading subject divider page (same as 2013).

- Refer to the Mathematics and Science divider pages prior to administration to identify tasks with materials lists that are required for administration.

- Reasons for Not Testing will be captured **ONLY** in the Student Information System (SIS) and **NOT** in SchoolSuccess. It will be the IAA Coordinator's and/or the teacher's responsibility to provide the student's Home School SIS Administrator the Not Tested Reason to be entered into SIS. In SchoolSuccess, select "**Did Not Participate in the 2014 IAA Test Administration**" check box, and the student will be marked as complete. Refer to http://www.isbe.net/sis/pdf/not_testing.pdf for a list of Reasons for Not Testing.

2014 IAA				
Grade	**Reading**	**Mathematics**	**Science**	**Writing**
3	32	33	Not Tested	Not Tested
4	31	32	15	Not Tested
5	32	33	Not Tested	Not Tested
6	33	34	Not Tested	Not Tested
7	34	34	16	Not Tested
8	34	31	Not Tested	Not Tested
11	33	37	15	7

Take a look!

- The 2014 IAA Reading and Mathematics (grades 3-8 and 11) assessments will be constructed using the English Language Arts and Mathematics Common Core Essential Elements. The 2014 IAA Science (grades 4, 7, and 11) and Writing (grade 11) assessments will be constructed using the Science and Writing Assessment Frameworks.

E-Mail and Telephone Support

Pearson:

If you have questions or concerns about Pearson's Assessment Network, test material distribution, or Pearson's SchoolSuccess: Online Scoring System, please contact:

> **Illinois Customer Support Center**
> Monday through Friday   *6 am to 7 pm (CST)*
> **Telephone: Toll Free** 1-888-705-9413
>
> **E-Mail:** IAA_pearson@support.pearson.com

Illinois State Board of Education (ISBE):

If you have questions or concerns about the administration of the IAA test, contact:

> **Student Assessment Division**
> Monday through Friday   *8 am to 4 pm (CST)*
> **Telephone: Toll Free** 1-866-317-6034
> *Ask for Student Assessment Division staff member*
>
> **E-Mail:** Jessica Dare - jdare@isbe.net

If you have questions or concerns about the SIS and/or student information, contact:

> **Student Information System (SIS) – HELP Desk**
> Monday through Friday   *8:30 am to 5 pm (CST)*
> **Telephone:** 1-217-558-3600

Web site Addresses

Assessment Network: www.pearsonaccess.com/il

This site should be used to update coordinator information, to confirm the shipping address for IAA materials, to order additional materials, and to track material shipments.

SchoolSuccess Online Scoring System: www.IAApearson.com

Scores for the IAA test must be entered online. Once you are on the site, you will need to log in by entering your username and password at the top of the screen. This site should be used to enter student scores. For help with SchoolSuccess, please refer to the Online Scoring Manual for Coordinators and/or Teachers found at www.isbe.net/assessment/iaa.htm or on the Resource page of the SchoolSuccess website.

Illinois Alternate Assessment: www.isbe.net/assessment/iaa.htm

This site will have important information regarding the IAA.

WHO CAN ADMINISTER THE IAA

- Educators employed by the district who hold a Professional Educator License endorsed in a teaching field or an Educator License with Stipulations endorsed as a provisional educator.

- Educators employed by the district who hold an Educator License with Stipulations endorsed in Transitional Bilingual Educator.

- Administrators (e.g., assistant principals, principals, assistant superintendents, associate superintendents, and superintendents) who hold a Professional Educator License endorsed in an administrative field or an Educator License with Stipulations endorsed in an administrative field required for their positions as administrators (note there is no Principal endorsement affixed to an Educator License with Stipulations).

- Paraprofessionals holding an Educator License with Stipulations endorsed as a Paraprofessional Educator may present the performance-based tasks to the student; however, a Certified Educator must observe and score the performance-based tasks.

- Substitute teachers holding a Substitute Teaching License hired by the district to substitute teach in place of a teacher on an IAA test date.

- School psychologists, school social workers, school counselors and speech language pathologists (non-teaching) who hold a Professional Educator License endorsed in a School Support Personnel field or an Educator License with Stipulations endorsed as a provisional educator to serve as a school psychologist, school social worker, school counselor and/or speech language pathologist (non-teaching).

- School librarians holding a Professional Educator License endorsed as Library Information Specialist or an Educator License with Stipulations endorsed as a provisional educator.

- Teachers employed by the district who hold an Educator License with Stipulations endorsed as a Resident Teacher (note that this endorsement is not valid after June 30, 2017).

- Parents are not allowed to be present in the classroom with their children during testing. There are two exceptions to this rule:
  - The parent's presence is required as part of the student's IEP.
  - The parent is employed by the district and his or her duties require him/her to be present in the child's classroom.

Test Security

The primary goal of test security is to protect the integrity of the state tests. To ensure that trends in achievement results can be calculated across years, a certain number of items must be repeated from year to year. If these items are made public, the validity of the test may be compromised. The best way to ensure test security is to limit access to test booklets **only** to those who must have access and to ensure that all who have access understand the crucial need for security.

Prohibitions: Actions that violate test security

- Do not read, review, analyze, or copy in any way secure test materials (including pilot or field test materials) at any time ***before, during,*** or ***after*** test administration.

  There are two exceptions:

  1. Reviewing – Teachers administering the test should take some time to familiarize themselves with the format of the test and materials lists required and to provide an accommodation for a student with an Individualized Education Program (IEP) for test administration prior to the first testing session.

  2. Copying/reproducing – Coordinators and Teachers may reproduce secure test materials, in whole or in part, if necessary to provide an accommodation for a student with an Individualized Education Program (IEP). All such copies are themselves secure and must be returned with the original test materials.

  Note: *No copies of test booklets may be made to make up for test booklet shortages. If additional test booklets are needed, place an additional order.*

- *Never* leave test materials unattended unless they are placed in a secure, locked area.

Best Practices: Procedures that are highly recommended to increase test security

- Each school and district establishes a security plan for IAA, including, for example, who is responsible for various testing activities; how test materials will be transferred within the district; how secure materials will be stored at the district and the school(s), and in the classroom/test settings; and how and when test materials will be collected back from test administrators and School Coordinators.

A Test Security Agreement on the next page is being provided to assist schools and districts in maintaining the security of the IAA tests and items contained in the test. **Use of this agreement is strictly VOLUNTARY on the part of schools and districts.** A signed copy of this form may be submitted to either the District Coordinator or the School Coordinator for IAA. It is recommended that the District or School Coordinator keep the signed copy on file for at least one calendar year. The form is drafted as compulsary. However, schools and districts should evaluate the use of the form and the compulsory nature of the language and determine whether to use the form and/or develop a modified form for the school or district's use.

Do not send signed copies of this agreement to ISBE or to Pearson, the test contractor.

Test Security Agreement

*(This form **MUST** be completed by **ALL STAFF** who administer the ISAT and/or the IAA Assessments or who otherwise come into contact with State test materials)*

The Illinois Standards Achievement Test (ISAT) and the Illinois Alternate Assessment (IAA), and the items contained within each, are secure, copyrighted State Assessments that are used for Federal accountability requirements, which measure and report the educational performance of all enrolled students in grades 3 – 8 (and grade 11 for IAA). To ensure the security of the ISAT and IAA and their test items, all educational and support staff who handle test materials are expected to read, understand and comply with the Test Security measures contained in the *Professional Testing Practices for Educators* and the ISAT and/or IAA *Test Administration Manuals*, as applicable, and sign this Test Security Agreement.

I, the undersigned, acknowledge that I will have access to the ISAT and/or IAA, and the confidential information contained in the ISAT and/or IAA. I understand that this access to the Illinois State Assessments carries with it the responsibility to:

> (a) read and understand the *Professional Testing Practices for Educators* manual and the ISAT and/or IAA *Test Administration Manuals*;
>
> (b) comply with the "Test Security" measures contained in those manuals;
>
> (c) guard against unauthorized copying, reproduction, distribution or use of the ISAT and/or IAA,; and
>
> (d) abide by all test security requirements and guidelines instituted by the Illinois State Board of Education (ISBE) and my school and school district.

I further understand that any unauthorized copying, reproduction, distribution or use of the ISAT and IAA, (a) is a violation of the copyright held by the Illinois State Board of Education and its contractor, Pearson, Inc.; (b) may result in the loss of test items; (c) may result in the loss of millions of dollars to the State of Illinois or its contractor, to replace items or the assessment; (d) may result in the loss of Federal education funding to the State of Illinois, and (e) such unauthorized copying, reproduction, distribution or use undermines the validity, accuracy and fairness of the assessment, thereby depriving parents, children, schools and districts of an accurate assessment.

I have read and I understand the contents of this document and agree to fulfill my responsibilities in accordance with the test security requirements and maintain the security of the ISAT and/or IAA.

Name (printed): _____

Signature: _____

Date: _____

School: _____

District: _____

** A SIGNED COPY OF THIS FORM MUST BE **SUBMITTED TO** (*and maintained by*) THE **DISTRICT TESTING COORDINATOR** (*or the School Testing Coordinator*) FOR ISAT OR IAA PRIOR TO AN INDIVIDUAL'S RECEIPT OF ISAT AND IAA TESTING MATERIALS **

Sanctions for Testing Irregularities

School or district staff members **must immediately** report all incidents of cheating or other testing irregularities by students or staff to a Student Assessment Division staff member (1-866-317-6034). The district superintendent and principal have the primary responsibility for ensuring that irregularities are reported, but all staff involved in testing have a corresponding responsibility. ***Unless otherwise directed by ISBE, scores of students involved in test irregularities should be entered in SchoolSuccess: Online Scoring System for normal processing.***

When a testing irregularity is alleged to have occurred, ISBE will require the school or district to conduct a thorough fact-finding investigation of the alleged irregularity and send a report of the investigation to ISBE as expeditiously as possible (within 2 weeks of reporting the test irregularity to ISBE unless other arrangements have been made). A copy of the investigation procedure is available upon request.

Upon receiving the fact-finding report, ISBE staff will determine whether the alleged testing irregularity occurred and, if so, whether it was severe enough to suppress test results for the students affected. There will be no opportunity to retest. Students who cheated or students who were affected by a test irregularity on an IAA test will receive no results for that test.

Disciplinary measures for students are handled at the school or district level. ISBE's usual policy is to leave sanctions for school or district staff involved in testing irregularities to the local district. Districts must therefore have in place a local testing policy that includes sanctions and disciplinary measures that will be used if testing irregularities occur. However, in extreme cases, ISBE reserves the right to pursue its own sanctions for school or district testing irregularities.

Reporting Test Results

Test results are important to educators, parents, students, and the community. School administrators or others who are responsible for reporting test results must make an effort to communicate the strengths and limitations of testing to put the results into proper perspective.

Requirements: Essential guidelines for reporting test results:

- Any administrator, counselor, or teacher who reports results must do the following:
    1. Take into account the audience to whom the results are being presented.
    2. Caution audiences about unwarranted inferences based on test results.
    3. Explain both the purpose of the tests and what the tests are not designed to do.
    4. Provide a greater understanding of student performance for the audience by using appropriate data analyses, such as disaggregation of results based on student demographics, comparison of course preparation in relation to test scores, and review of performance trends.

- School administrators should report aggregate/summary results to all teachers – not just to those at the grades that are tested – and remind all teachers that student achievement is the responsibility of all educators. Test results are an indicator of what is happening in the school (as well as the community), not just of what is happening in the grades and subjects tested.

- Schools should share test results with students (as appropriate) and their parents or guardians. Schools receive two copies of student's Individual Student Reports. One copy should go to parents or guardians within a reasonable time after the receipt of the reports from the test contractor.

- School administrators should provide appropriate staff development so that staff can competently respond to questions related to testing, scores, and interpretation of results.

Prohibitions: Actions that must be avoided when reporting test results

- School administrators and staff must not knowingly make false, misleading, inappropriate, or unsubstantiated statements that lead to false or misleading conclusions about test results.

- Students' demographic characteristics should not be altered to misrepresent demographic characteristics of students, the school, or the district.

- School administrators and staff must not violate student confidentiality or provide information that publicly identifies an individual student's results. FERPA guidelines must be followed.

- School administrators must not allow unqualified staff members to interpret publicly the results of a test or tests.

IAA Coordinator Information

Collaboration

Collaboration between the IAA Coordinator and teacher is important for a smooth test administration. Collaboration between the IAA Coordinator and the student's home/serving school is also important for a smooth test administration.

Training for the IAA

The IAA Coordinator's responsibilities include receiving training each year they will coordinate the IAA and ensure teachers receive training each year they will administer the IAA. All trainings will be pre-recorded modules and will be posted to the IAA webpage for viewing at your convenience.

Monitoring the Test Administration

The IAA Coordinator's responsibilities include ensuring the security and integrity of the tests and test administration activities throughout the entire testing cycle. The IAA Coordinator Responsibilities Checklist can be found on the next page. This checklist outlines the IAA Coordinator activities before testing, during testing, and after testing.

Inventory

The IAA Coordinator also inventories and distributes the testing materials before testing and collects these materials after testing for return to Pearson.

SchoolSuccess: Online Scoring System

For SchoolSuccess, the IAA Coordinator maintains responsibility for creating test administrator accounts and the "classrooms," or student groups, under these accounts. The IAA Coordinator also assigns students who will be administered the IAA to these classrooms.

The IAA Coordinator is responsible for ensuring that all scores are entered or the check box indicating Student Did Not Participate in the 2014 IAA Test Administration should be selected in SchoolSuccess, Online Scoring System, by the close of the testing window. If that check box is selected, provide the student's Home School SIS administrator the Reason for Not Testing that will be entered into SIS.

IAA Coordinator Responsibilities Checklist

- *Before Testing*
  - ➢ Receive test materials packaged by testing school, cooperative or CPS by **Monday, February 3, 2014.**
  - ➢ **SAVE** the boxes your materials arrived in for return of test materials.
  - ➢ Inventory test materials and, if needed, place an additional material order at least 72 hours prior to the start of the testing window.
  - ➢ Verify the Test Booklet Security Checklist to determine that the security barcodes on your Checklist match the security barcodes on the back of the test booklet.
  - ➢ View available IAA training modules. All training modules will be posted to the ISBE website at www.isbe.net/assessment/iaa.htm for unlimited viewing.
  - ➢ Encourage teachers to view the teacher training modules.
  - ➢ Distribute materials to schools, cooperatives and test administrators, using the Security Checklist to sign out each test booklet as soon as possible to allow teachers time to apply accommodations.
  - ➢ Encourage teachers to apply accommodations to the test booklets **prior** to the testing window.
  - ➢ Create all teacher accounts for online scoring. Once a teacher account is created, the teacher will receive an e-mail from accounts@schoolsuccess.pearson.com with their account log-in information.
  - ➢ Create a classroom for each teacher account and assign all active students to a classroom for scoring.
  - ➢ Ensure test security throughout the testing cycle.

- *During Testing*
  - ➢ Monitor Reading, Mathematics, Science, and Writing test administrations.

- *After Testing*
  - ➢ Collect IAA test booklets.
  - ➢ Consolidate secure test booklets into one shipment for return. Sort by grade level with the lowest grade on top and the highest grade on bottom.
  - ➢ Recycle or destroy the following: Implementation Manuals, memos, and any materials constructed for the student for test administration. **PLEASE do not return these materials to Pearson.**
  - ➢ Prepare test materials for shipping. Use the boxes your test materials arrived in from Pearson for return of test materials to Pearson.
  - ➢ **If any secure test booklet is missing, document this information on the Official Tracking Document and fax it to Pearson at 319-358-4255 (see pages 20 and 21 for more information).**
  - ➢ Have all test materials ready first thing in the morning on your scheduled pickup day.
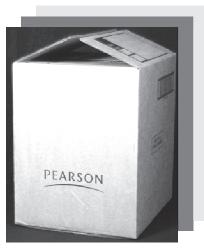
Test Materials

Spring 2014 IAA test materials are scheduled for delivery to Chicago District 299 Schools, all Non-Chicago Districts, Special Education Cooperatives, and Private Facilities on or before **Monday, February 3, 2014**. Materials are sent based on information entered into SIS.

If the IAA test materials do not arrive by February 3, 2014, contact PEARSON at 1-888-705-9413, 6 am – 7 pm Mon – Fri; <u>do not</u> call ISBE.

Receiving Materials

When testing materials arrive, the IAA Coordinator should:

- Save all test material boxes to return test materials to Pearson.

- Inventory the materials for each school thoroughly. Box 1 will be district materials only, except for Chicago Public Schools. Districts and Cooperatives should have at least one box for each school administering the IAA.

- If you receive an incomplete shipment you can track the entire shipment by going to www.pearsonaccess.com/il.

PLEASE NOTE:

It is important that the coordinator distributes student test booklets to the teachers upon arrival, so that the teachers have time to prepare all associated test materials prior to the testing window.

What You Will Receive

Box 1 (Coordinator Box)

- **Spring 2014 Coordinator Kit**

    ∗ IAA Implementation Manual – 1

    ∗ Blue Pearson Return Labels

    ∗ UPS Return Labels

Remaining Boxes (1 per location with IAA students)

- **IAA Implementation Manual – 1 per school**

- **1 grade-appropriate test booklet per student****

> ****** Sharing a test booklet is allowed for students within the same grade, as long as the student only receives appropriate accommodations according to their IEP.

If You Are Short Materials

Additional test material orders should be placed **NO LATER THAN THREE** business days (72 hours) prior to the first day of testing to ensure that you receive your additional test materials in time for testing.

- Compile a list of the additional materials needed and place just ONE additional order.
- Additional orders are subject to approval by Pearson.
- Orders placed (and approved) by 1 p.m. (CST) will be shipped the same business day. Orders placed or approved after 1 p.m. will be shipped the following business day.
- Additional orders cannot be shipped to any location other than where the original shipment was sent, which is displayed on the Profile screen on Pearson's Assessment Network.
- Additional orders must be placed on Pearson's Assessment Network: www.pearsonaccess.com/il (username and password required).
- Additional orders received in any other manner (via fax or e-mail), will <u>not</u> be processed.
- Last day to place an additional order is March 25, 2014. This is for rare cases when students move into the district during the testing window and sharing a test booklet is not feasible.
- Additional return labels can be ordered through April 25, 2014. You may order additional labels at the same time additional test booklets are ordered. Select both the Blue Pearson return label and UPS return label.

Test Booklet Security

It is the Coordinator's responsibility to account for all test booklets that are distributed to and returned from the schools. **While test materials are in the possession of district and school personnel, they should never be left unattended unless they are inside secure and locked facilities to which only authorized individuals have access.**

Each test booklet has a security barcode on the back cover specifically assigned to each school so the contractor can verify that all secure test booklets have been returned. Use only the first nine digits displayed.

```
IL0000XXXX
TB,IAA,GRD5,FM2,R-M-W,SEC

||||| |||| ||||||| ||| |||||||
        999999999-1
```

A packing list is at the top of box 1. This includes a Security Checklist, which is issued to each school. The Security Checklist should be used to record the test materials upon receipt, distribution to schools, and return of test materials. **Keep the Security Checklist for your records.**

Security Checklist Sample

PEARSON

ILLINOIS ALTERNATE ASSESSMENT

SPRING 2014 TEST MATERIALS

READING/MATHEMATICS/SCIENCE

DISTRICT & SCHOOL SECURITY CHECKLIST

Deliver To:	RRCCCDDDDTTSSSS	Ship To:	RRCCCDDDDTTSSSS
	District or CPS School Name		District or CPS School Name
	Street Address		Street Address
	City, State, Zip		City, State, Zip
	IAA COORDINATOR NAME		IAA COORDINATOR NAME
	Phone: (217) 7654321		Phone: (217) 7654321
	Fax: (217) 1234567		Fax: (217) 1234567

DIRECTIONS: The IAA Coordinator must sign this form when test booklets are issued to teachers and document the date of the exchange.

The teacher should sign this form when test booklets are returned to the IAA Coordinator and document the date of the exchange.

Retain this document for your records.

For TB, IAA, GRD 3, R-M, SEC

Security Number(s)	Coordinator Signature	Date Test Book Issued	Teacher Signature	Date Test Book Returned
208010808				
208010809				

For TB, IAA, GRD 4, R-M-S, SEC

Security Number(s)	Coordinator Signature	Date Test Book Issued	Teacher Signature	Date Test Book Returned
208030956				

Sorting, Packing, and Returning Test Materials to Pearson

Gather all secure test materials (i.e., used and unused test booklets) and sort by grade.

- Recycle or destroy the following test materials

  - IAA Spring 2014 Implementation Manual
  - Coordinator memos
  - Packing lists

- **Consolidate test booklets for return shipment to Pearson into as few boxes as possible.**

- For all Non-CPS schools, return packaged test materials to your Home District or Cooperative office by April 1, 2014. **NOTE:** All shipping labels were sent in box 1 of the district shipment and will be applied by the IAA Coordinator.

- IAA Coordinators – affix **BOTH** a blue materials return label and a UPS return label to each package and number the blue labels sequentially.

  - Both types of return labels are located in your Coordinator kit

- For CPS Schools, have all materials consolidated into as few packages as possible and apply both shipping labels to the outside of each box.

- Materials will be picked up from the same location that they were delivered.

PRE-SCHEDULED
UPS Pick-Up
April 2, 2014

If the Pre-Scheduled Material Pick- Up is Missed

Please do not call the Regional Office of Education, ISBE, or UPS if, for some reason, your materials do not get picked up on April 2, 2014.

CALL PEARSON

If the Material Pick-Up Was Missed

1-888-705-9413

Official Tracking Document: Unreturned IAA Test Booklets

All IAA test booklets are secure and must be returned to Pearson upon completion of testing.

A tracking document entitled **OFFICIAL TRACKING DOCUMENT:** *Unreturned IAA Test Booklets* can be found on the following page.

<u>DO NOT</u> return this *Official Tracking Document* with your test material returns.

If you have test booklets not being returned for any reason, complete the form and fax it to Pearson at 319-358-4255 - <u>NO LATER THAN FRIDAY, April 4, 2014.</u>

Upon receipt of your test materials at Pearson, test materials will be checked in and compared to the original materials distribution file. Within 60 days of the last day of your test window District Superintendents, Chicago Principals, and District IAA Test Coordinators will be notified via e-mail of missing test booklets. If you receive such a notification, you will be asked to thoroughly search your district and/or schools for potentially misplaced/missing IAA test booklets, and respond to Pearson within 30 days.

OFFICIAL TRACKING DOCUMENT
Unreturned IAA Test Booklets

**IF YOU HAVE TEST BOOKLETS NOT BEING RETURNED FOR ANY REASON,
COMPLETE THIS FORM AND
FAX IT TO PEARSON AT 319-358-4255.
DO NOT RETURN IT WITH YOUR TEST MATERIALS!**

All test booklets sent to you are secure, must be accounted for before, during, and after the IAA test administration, and must be returned. If a test booklet is not being returned for whatever reason (*e.g., destroyed, lost, accidentally discarded, etc.*), complete this form and detail why the test booklet(s) is not being returned. Make every effort to locate any missing test booklets within your district or school before completing this form and faxing it to Pearson. Duplicate this form as needed.

REQUIRED INFORMATION

REMINDER – RCDTS codes are 15 digits in length and all 15 digits need to be provided at the Testing School level. RCDT codes are 11 digits in length.

UNRETURNED TEST BOOKLET CODES
20 – District/School Lost Test Booklet(s)
21 – District/School Destroyed Test Booklet(s)
22 – District/School Never Received Test Booklet(s)
23 – District/School Reported Test Booklet(s) Stolen
24 – District/School Test Booklet(s) Being Held by the State

District RCDT Code: _____

Complete District Name: _____

Testing School RCDTS Code: _____

Testing School Name: _____

GRADE LEVEL	SECURITY BARCODE NUMBER OF MISSING TEST BOOKLET	UNRETURNED TEST BOOKLET CODE (from above) OR DETAILED DESCRIPTION OF WHY THE TEST BOOKLET WAS NOT RETURNED

Online Scoring at www.IAApearson.com

Teachers must submit scores online for the IAA test. Scores are submitted through SchoolSuccess: Online Scoring System.

> **Online Scoring User Guide is available to print at**
>
> **www.IAApearson.com**

IAA Coordinators must...

- set up the teachers' online accounts prior to test administration (see page 23).
- create a classroom for each teacher account (see page 24).
- verify the student list(s) for their school(s).
- assign <u>all students</u> to a teacher's classroom for score entry (see page 25).
- create new students* (students that were not imported from SIS) (see page 26).

∗ **NOTE:** If the student is already imported into SchoolSuccess, but assigned to an inaccurate testing location, then the coordinator will not be able to create that student again. The coordinator will be required to
  1. Have SIS updated with the appropriate testing location, and
  2. Submit a Student Transfer request to Pearson via e-mail to have the student moved into the correct testing location.

Initial Instructions for SchoolSuccess: Online Scoring System

Coordinators will receive an e-mail containing their username and password by **February 3, 2014**. When you first log in, you will be prompted to change your password. Once you are in the system, you can print or review resources by clicking the **Resources** link.

Please note: The **Enter Scores** link will not work when you are logged in as a Test Coordinator. That functionality is only available to the Teacher accounts.
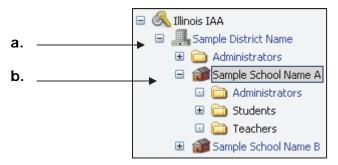
<u>**IMPORTANT:**</u> In order to begin setting up teacher accounts and classrooms, you MUST click the **Admin** link in the upper right-hand corner of your screen.

CREATING TEACHER ACCOUNTS

To add a teacher to your school:
1. Click on the name of the school in the left navigation tree to select it.
   a. First click the + next to your District name to expand the tree.
   b. Next, click the + next to the teacher's school name to expand the tree.

a. →
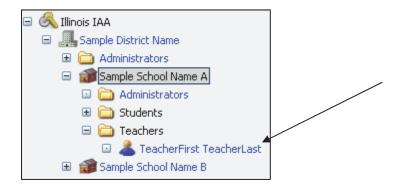
b. →

2. Click on the **Create Teacher** tab on the right.
3. Fill out the form with information about the new teacher.
4. Click on **Create** to save your changes and add the teacher to that school.

Usernames must be unique, so consider creating a common convention when assigning usernames (such as first initial and last name: bcarmichael).

An initial password will be e-mailed to the teacher, and they will be required to change it upon logging in for the first time. The e-mail will come from **accounts@schoolsuccess.pearson.com**.

Once you have successfully created a teacher account, you will see it appear in the left hand navigation tree.
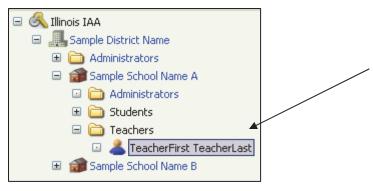
Next you will need to create a classroom for each teacher account.

CREATING TEACHER CLASSROOMS

Once you have created a teacher account, you will need to create a classroom for that teacher, in order to assign students to their classroom for scoring.

To create a classroom:

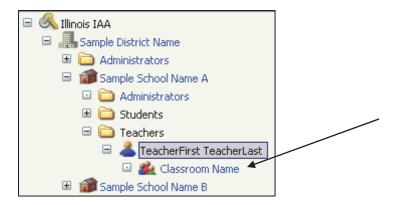1. Click the name of the teacher in the left navigation tree to select it.

2. Click the **Create Class** tab on the right side of the screen.

3. Complete the form.

4. Click **Create**.

Once you have successfully created the teacher's classroom, you will see it appear in the left hand navigation tree.
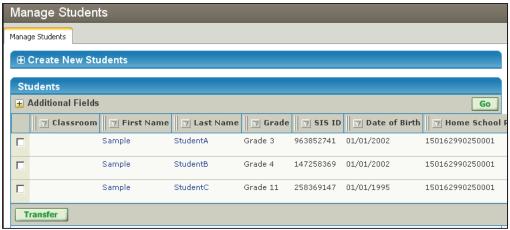

Next you will need to assign students to the classroom(s) you have created.
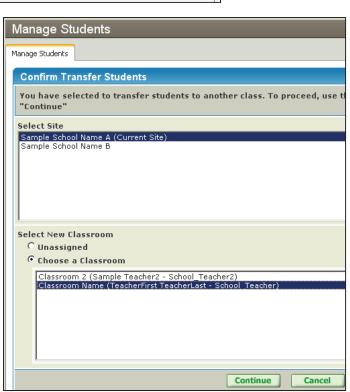
ASSIGNING STUDENTS TO A TEACHER CLASSROOM

Upon logging in, the District Coordinator or Chicago School Coordinator can view all students that are assigned to a particular school by clicking on the **Active Students** folder within that school.

After creating a teacher account and classroom, you will need to assign students (located in the **Active Students** folder) to a classroom.

1. Select the student by clicking on the box to the left of the student's name. You can select multiple students at a time.

2. Click the **Transfer** button.

3. A Confirm Transfer Students page will appear (see image to the right.)

4. Select the site from the list underneath **Select Site**. This is a list of all of the available schools that you can transfer the student to.

5. Below that, you can select to transfer the student:

   a. to the **Active Students** folder by selecting the **Unassigned** radio button.

   b. to a specific classroom in that school by selecting the name of the classroom from the list of values.

6. Click **Continue** to initiate the transfer. When the transfer is completed, you will be returned to the Manage Student page.
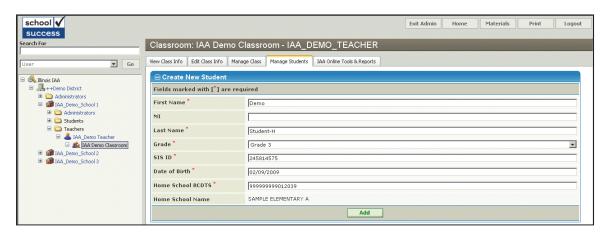

When you have completed this activity, the teacher will now be able to score all students that are assigned to their classroom.

CREATING NEW STUDENTS

Pearson will import all IAA students into SchoolSuccess based on the data in SIS as of January 3, 2014. The students will be imported into the testing school entered in SIS. If you have a student that was not coded in SIS as IAA or if the student was not listed in a valid testing grade (3-8 or 11), then the Coordinator will need to **Create** that student in SchoolSuccess.

If you can't locate a student, you can use the **Search Feature** (see page 27) which may or may not return a result. Follow the directions below to create and assign one or more students to a teacher's classroom.

1. From within the **Navigation Pane**, expand the **Teachers** folder and then expand the teacher and classroom for the student being created.

2. Once the classroom is selected, from within the **Viewing Pane**, select the **Manage Students** tab.

3. At the top of the **Manage Students** tab, expand the header "Create New Student."

4. To create the student, fill out the "Create New Student" form and select the **Add** button. If all fields are filled out appropriately, the student will be created unless he or she already exists in SchoolSuccess.
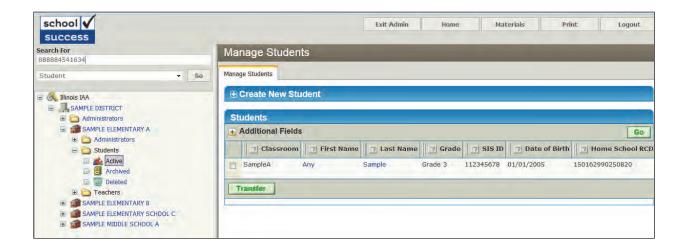
NOTE: If the following message appears at the top of the screen after you click the **Add** button, a student with the SIS ID you just entered is currently in SchoolSuccess.

SIS ID must be unique. A record with SIS ID of XXXXXXXX already exists in the system.

Please make sure to verify the SIS ID and search for the student. If you are an IAA Coordinator and the search returns zero results, you will need to follow the "Student Transfer Request Process" to have them assigned to your location.

Search Feature

When searching by student, click the drop down arrow under the search box and change it from **User** to **Student**. You may use the student's name or SIS ID number. Click **Go** box.

If the student was found within your district, follow directions under Assigning Students to a Teacher Classroom (see page 25 for more information).

If No Match was found you may proceed in creating a new student. (see page 26)

You may also search for teacher account, click the drop down arrow under the search box and select **User**.

If you are responsible for multiple schools, you may search by Location. Click the drop down arrow under the search box and select **Location**.

Teacher Information

Roles and Responsibilities

All trainings will be pre-recorded modules and will be posted to the IAA webpage for viewing at your convenience.

The IAA is administered to students with the most significant cognitive disabilities in a one-on-one setting. Therefore, teachers must schedule times to administer the tasks during the 6-week testing window.

Teachers must prepare the environment for the administration of the IAA. Do and say whatever is typically done or said to engage the student in performance-based tasks. Administer each task using the student's primary mode of communication. The student may respond using his/her primary mode of communication, or any other mode of communication appropriate at the time of testing. To administer the assessment tasks, use the resources in the test booklets (i.e., task content, art). If the student cannot access those resources, accommodations or adaptations may be needed.

Teachers also ensure that the scores and accommodation information are entered for each student in their SchoolSuccess classroom. Teachers should access SchoolSuccess using the username and password generated from **accounts@schoolsuccess.pearson.com**. Any questions should be directed to the IAA Coordinator for your district.

Teachers should report any security breaches that occur during administration to their IAA Coordinator. Security breaches include, but are not limited to, misplacing secure testing materials, leaving materials in an unsecured location and e-mailing any part of the content of tasks. Teachers must notify the IAA Coordinator immediately when a security breach occurs.

Test Preparation for Students

Test preparation activities for students must have two goals:

1. To ensure that all students have the opportunity to learn in accordance with an appropriate curriculum and to become knowledgeable about the content covered by the tests, and

2. To give all students the opportunity to become familiar with the types of items used on the test so that students are tested for their knowledge and ability, not their test-taking skills.

Requirements: Practices essential for proper test preparation

- Ensure that students are familiar with the test and answer formats. ISBE provides sample tasks (available online at http://www.isbe.net/assessment/htmls/sample_tasks.htm).

- Administrators, curriculum directors, and teachers should rely on the Common Core State Standards for English Language Arts and Mathematics and the Illinois Learning Standards for Science and Writing as a primary resource for curriculum development and instruction, thus providing students the opportunity to learn the content covered by the IAA. The Illinois Alternate Assessment Common Core Essential Elements for English Language Arts and Mathematics and Framework Priorities for Science and Writing outlines what may be tested at each grade (available online at http://www.isbe.net/assessment/iaa.htm).

Prohibitions: Actions that must not be part of test preparation

- Do ***not*** use secure test items or items that are similar or altered versions of secure test items/prompts for practice or instruction.

- Do ***not*** reveal, copy, or reproduce test booklets, test items, or reading passages. The only exceptions are noted in Test Security of this document for students with accommodations.

- Do ***not*** change the content of the tasks or the wording of the teacher script.

> ***DO NOT ACCEPT SAMPLE OR PRACTICE IAA MATERIALS FROM SOMEONE UNLESS YOU ARE SURE OF ITS SOURCE.*** The format of IAA sample items and items appearing on the actual test are identical to facilitate student's familiarity with test materials. Before you use any sample items verify that the items are indeed sample test items and not copies of previous IAA test booklets or IAA pilot test booklets. If you are uncertain of the origin of sample materials you were given by a colleague, consult with your School or District Coordinator.

Standardized Test Administration

For the state tests to be comparable among schools and to monitor school progress fairly, the tests must be administered uniformly. It is important that all eligible students take the tests and that no student be given an unfair advantage or disadvantage.

Requirements: Mandatory test administration procedures

- Any accommodation provided to a student with an IEP must be documented in the student's current IEP.

- Those administering tests to students who will receive test accommodations should be trained in correct use of test accommodations.

- Test accommodations should not negate or undermine the purpose of a test or jeopardize test security. If there are any questions about the appropriateness of an accommodation for a student with an IEP that cannot be answered locally, contact a Student Assessment Division staff member toll free at 1-866-317-6034.

- All test sessions must be administered within the regular school day.

- Encourage student attendance on days when tests are administered.

- Test items within a session for a given subject must be given in sequence. However, this does not mean that all of the reading items must be administered before any items in mathematics or science are administered.

Prohibitions: Actions that must not occur during test administration

- No off-grade testing is permitted, even as an accommodation for a student with an IEP. A state test should be given only to students enrolled at the grade level for which the test booklet is labeled.

- Students must not participate in more than one battery of state tests or in portions of more than one battery of state tests. They participate in ISAT tests, PSAE tests, or IAA tests. For example, students should not take the ISAT mathematics and science tests and the IAA reading test.

- Test administrators must not coach students or give them cues in any way during testing that would guide them to a correct answer or aid them in responding to any question. Coaching and cues include gestures, pointing out correct or incorrect answers, facial expressions, and encouragement to edit or change a response. Simply encourage students to do their best.

- Test administrators must not allow test materials to be taken out of the testing area or off school or district grounds by students or unauthorized personnel. Students may not transport test materials from one location to another.

- Parents are not allowed to be present in the classroom with their children during testing. Two exceptions:
    1. The parent's presence is required as part of the student's IEP.
    2. The parent is employed by the district and his/her duties require him/her to be present in the child's classroom.

Responsibilities Prior to Administration

- Advise IAA Coordinator if additional test booklets are needed, at least 72 hours prior to the start of the testing window. Check on the online scoring for classroom set-up and students in the classroom.
- Apply accommodations to the test booklet.

Pre-Test Instructions for SchoolSuccess: Online Scoring System

Your IAA Test Coordinator is responsible for creating your teacher account. When an account is created, you will automatically receive an e-mail from **accounts@schoolsuccess.pearson.com** with your username and temporary password.

Once you are in the system, you can print or review resources by clicking the **Resources** link.

Prior to the test administration window, you should complete several steps to ensure you are set up for online scoring.

a.) Have your IAA Test Coordinator create a teacher account for you.

b.) Log in with the username and password, and verify your class list, by clicking **Enter Scores**.

c.) If all of your students are listed, continue to the next step. If you are missing one or more students, contact your IAA Test Coordinator to have those students assigned to your classroom.

Welcome to IAA

Click on a link below or the heading name above to:

- **Enter Scores** to enter scores for students.
- **Resources** to review materials regarding IAA.
- **Edit Your Profile** if you need to update your contact information.
- **Change Your Password** if you need to change your password.

Once you have completed these necessary steps, you have completed all Pre-Test activities for SchoolSuccess.

Instructions on how to enter scores will be covered in the "Responsibilities After Administration" section of the manual. As a reminder, you are not allowed to test the student or enter scores prior to the specified testing window, which is **February 17 – March 28**.

Responsibilities During Administration

Administer the IAA Reading, Mathematics, Science and Writing tasks during the assigned 6-week window. On the 2014 IAA Student Score Sheet record students' accommodations used during testing, teacher familiarity with student performance, comparison to typical performance, and student scores onto the paper score sheet in preparation of online score entry.
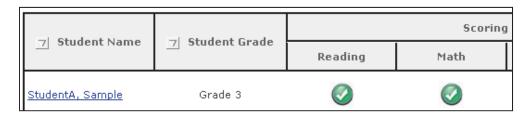
Responsibilities After Administration

Once administration is complete, return **ALL** IAA secure test booklets to the IAA Coordinator by March 28, 2014. Enter all student scores and accommodations into the online scoring system **by 11:59 pm on March 28, 2014.**

Post-Test Instructions for SchoolSuccess: Online Scoring System

Once testing is complete, you should have a paper score sheet for each student that took the test. All of the information that you will need to enter scores will be on the score sheet.

Log back into the online scoring system, and click on the **Enter Scores** link.

When you have entered all of the required information and clicked the **SAVE** button at the bottom of the page, you will be re-directed to the classroom page. If everything has been entered correctly, you will see a green check mark for each tested subject.

Student Name	Student Grade	Scoring	
		Reading	Math
StudentA, Sample	Grade 3	✓	✓

If you did not enter all of the scores for a particular subject, and you save the record, you will see a yellow exclamation mark indicating that the scoring is not complete.

Student Name	Student Grade	Scoring Status		
		Reading	Math	Science
StudentA, Sample	Grade 3	✓	✓	N/A
StudentB, Sample	Grade 4	(yellow)	✓	✗

Score Entry Deadline

ALL SCORES MUST BE ENTERED BY THE DEADLINE OF MARCH 28, 2014, AT 11:59 PM.

THERE ARE NO EXCEPTIONS TO THIS; THINGS LIKE LOSS OF INTERNET CONNECTION, POWER FAILURE, OR LACK OF ACCOUNT ACCESS ARE NOT ACCEPTED AS REASONS FOR AN EXCEPTION.

DO NOT WAIT UNTIL THE LAST MINUTE TO ENTER SCORES.

STUDENT DID NOT TEST OR DID NOT COMPLETE THE TEST

Did Not Test: If the student was not present for any of the content areas, and was not administered even one IAA task, then you should mark the box indicating "**Please check this box if the student did not participate in the 2014 IAA Test Administration**." This selection simply marks the student as "Complete" in SchoolSuccess so that the IAA Test Coordinator does not receive notifications that there are students that are not scored. The Not Tested Reason will still need to be entered into SIS during the Assessment Correction window, to show WHY the student did not participate. The checkbox in SchoolSuccess is simply to indicate that the student will not test and does not need to have any scores entered.

Did Not Complete the Test: If the student does not complete the test by the end of the testing window, you should enter scores for all of the tasks that were completed, and leave the rest blank. The classroom page will show either a yellow exclamation point, indicating that the subject is not complete, or a red "X" indicating that there are no scores for that content area. All of the scores that were entered will be processed accordingly.

In this situation, you will not mark the student as "**Did Not Participate in the 2014 IAA Test Administration.**" That selection will only be used if the student did not participate in ANY portion of the test.

STATE-APPROVED ACCOMMODATIONS FOR IAA

- **Environment** (e.g., special lighting, adaptive or special furniture such as study carrel or carrel desk, noise buffers, special setting)
- **Opportunity to stand, move, and/or pace during the test session**
- **Tactile Stimulus** (e.g., Braille or raised images, manipulatives)
- **Large Print**
- **Visual Assistance** (e.g., templates, rulers, or other devices used to help students keep their place in the test booklets, abacus, color overlays, colored pictures or clipart, magnifiers)
- **Signing of test items**
- **Assistive, adaptive, or augmentative technology devices** (e.g., amplifiers, communication boards, voice-output devices)
- **Calculators**
- **Read-Aloud for reading content area items if the following criteria are met:**
  1. The student has a specific disability that severely limits or prevents him or her from decoding text, or from comprehending decoded text, even after varied and repeated attempts to teach the student to do so (i.e., the student is a virtual non-reader, not simply reading below grade level).
        AND
  2. The student has access to printed materials through a human reader or assistive technology device during routine classroom instruction and classroom assessments.
- **Other** (Any accommodations that are not addressed in the preceding section may be implemented IF they do not invalidate the assessment and are appropriate methods for increasing access for the student with disabilities to demonstrate ability and knowledge. Use of any accommodation during testing should be familiar to the student because the accommodation has been utilized in the student's instructional program.)

2014 IAA STUDENT SCORE SHEET

SECTION A: STUDENT INFORMATION

Name *(Last, First, M.I.)* :

Grade Level: ☐ 3   ☐ 4   ☐ 5   ☐ 6   ☐ 7   ☐ 8   ☐ 11

ACCOMMODATIONS USED DURING TESTING- Teacher Instructions:

For each subject tested, please indicate which accommodations were used to administer the test to the student. Select all that apply. Please see the *2014 IAA Implementation Manual* for full descriptions.

Accommodations used during testing:	READING	MATH	SCIENCE	WRITING
Environment...	☐	☐	☐	☐
Opportunity to stand, move, and/or pace...	☐	☐	☐	☐
Tactile stimulus...	☐	☐	☐	☐
Large print	☐	☐	☐	☐
Visual assistance...	☐	☐	☐	☐
Signing test items...	☐	☐	☐	☐
Assistive, adaptive, augmentative technology devices...	☐	☐	☐	☐
Calculator	N/A	☐	N/A	N/A
Read Aloud...	☐	N/A	N/A	N/A
Other...	☐	☐	☐	☐
None	☐	☐	☐	☐

SECTION B: STUDENT ASSESSMENT INFORMATION

TEACHER FAMILIARITY WITH STUDENT PERFORMANCE- Teacher Instructions:

Please indicate familiarity with student performance. This applies to the person administering the test.

Very Familiar	Familiar	Somewhat Familiar	Not At All Familiar
☐	☐	☐	☐

COMPARISON TO TYPICAL PERFORMANCE- Teacher Instructions:

How did the student perform on this test, compared to his/her typical classroom performance on similar tasks? (Please answer to the best of your ability.)

	READING	MATHEMATICS	SCIENCE	WRITING
Much better than average	☐	☐	☐	☐
Better than average	☐	☐	☐	☐
Average	☐	☐	☐	☐
Worse than average	☐	☐	☐	☐
Much worse than average	☐	☐	☐	☐
Prefer not to answer	☐	☐	☐	☐

Teacher Name *(Last, First, M.I.)* :

Teacher Phone Number:

Continue →

DO NOT RETURN THIS SCORE SHEET TO PEARSON FOR PROCESSING.
All scores must be submitted through SchoolSuccess by 11:59 pm on March 28th, 2014.

RECORDING SCORES- Teacher Instructions:
Put the score that the student received in the box next to the corresponding task number.
* The number of tasks varies by grade level.

READING		MATHEMATICS		SCIENCE		WRITING	
Task 1		Task 1		Task 1		Writing applies to Grade 11 ONLY	
Task 2		Task 2		Task 2			
Task 3		Task 3		Task 3		Task 1	
Task 4		Task 4		Task 4		Task 2	
Task 5		Task 5		Task 5		Task 3	
Task 6		Task 6		Task 6		Task 4	
Task 7		Task 7		Task 7		Task 5	
Task 8		Task 8		Task 8		Task 6	
Task 9		Task 9		Task 9		Task 7	
Task 10		Task 10		Task 10			
Task 11		Task 11		Task 11			
Task 12		Task 12		Task 12			
Task 13		Task 13		Task 13			
Task 14		Task 14		Task 14			
Task 15		Task 15		Task 15			
Task 16		Task 16		Task 16*			
Task 17		Task 17					
Task 18		Task 18					
Task 19		Task 19					
Task 20		Task 20					
Task 21		Task 21					
Task 22		Task 22					
Task 23		Task 23					
Task 24		Task 24					
Task 25		Task 25					
Task 26		Task 26					
Task 27		Task 27					
Task 28		Task 28					
Task 29		Task 29					
Task 30		Task 30					
Task 31		Task 31					
Task 32*		Task 32*					
Task 33*		Task 33*					
Task 34*		Task 34*					
		Task 35*					
		Task 36*					
		Task 37*					

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